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# Safeguarding Children

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## **1.0 Section One Safeguarding Children Policy**

### **1.1 Background**

1.1.1 Children/young people should not have the responsibility for their own protection left with them. They have a right to our protection. Children rely on other people to assist them in their day to day living. By relying on others for help these children are considered to be “vulnerable”. They may face risk of abuse from people they know, such as friends, relatives, neighbours, or paid carers. Sometimes vulnerable children can be at risk from regimes or practices imposed by institutions or organisations.

1.1.2 Most children's needs are met by universal services such as schools or GPs. If there is a belief that a child's needs cannot be met by these universal services or additional family support, concern should be expressed. The level of concern needs to be assessed, because this will determine how quickly a referral is made.

1.1.3 Ensuring that children are effectively protected from abuse or neglect is a key priority. All colleagues must safeguard the dignity, quality of life and safety of those they serve.

### **1.2 Policy Statement**

1.2.1 We believe that everyone has the right to live his or her life free from violence, fear and abuse and that children and young people have the right to be protected from harm and exploitation. All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.

1.2.2 We are committed to working with children and young people in a way that safeguards them and promotes their welfare. We will have in place effective safeguarding arrangements underpinned by the key principles where:

- Safeguarding is everyone's responsibility: it is the responsibility of everyone within the organisation, all colleagues, Board members and volunteers, to play a part in preventing, detecting and reporting abuse and risk of harm to children and young people;
- We adopt a child-centred approach, based on a clear understanding of the needs and views of children;
- The child's welfare is paramount; and
- We work together with other agencies to protect children and young people and promote their welfare.

### **1.3 Policy Aim**

1.3.1 The overall policy aim is to proactively safeguard and promote the welfare of children and young people using or visiting our services so that the need for

action to protect them from harm is reduced. This includes the children of adults who use our services.

## **1.4 Policy Objectives**

1.4.1 The policy promotes and supports good practice within Coastline to ensure that all colleagues and volunteers can demonstrate a good understanding of their duty to safeguard children. The policy complements the advice and guidance for safer working practices within the 'Guidance for Safe Working Practice for the Protection of Children and Adults in Non-Education Settings', commissioned by Government. It also meets the recently published "Working Together to Safeguard Children" guide to inter-agency working to protect and promote the welfare of children December 2023. This covers the legislative requirements placed on individual services. The guidance focuses on the core legal requirements, making it clear what individuals, organisations and agencies must and should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding is achieved by putting children at the centre of the system and by every individual and agency playing their full part.

1.4.2 This policy clearly identifies that we will:

- Provide an induction, basic training and information to all colleagues, Board members and volunteers working for Coastline, so that they are aware of and alert to the issues of safeguarding and child protection, and know how to report any concerns;
- Make arrangements for all colleagues and volunteers who have direct contact with customers to receive safeguarding and child protection training, appropriate for their role and responsibilities; and follow up refresher training;
- Provide effective management for colleagues and volunteers through supervision and support;
- Provide accessible information about recognising safeguarding issues to children and their parents or carers, including how to report concerns;
- Listen to children and respect their views and their right to be involved in any decision involving them;
- Reflect the national context of safeguarding and meet central government expectations;
- Provide written procedures for all colleagues and volunteers which detail roles and responsibilities and provide clear instructions on dealing with concerns, including managing allegations made against a colleague or a volunteer;
- Recruit colleagues and volunteers safely, ensuring all necessary checks are made;
- Share appropriate information in a timely way with other professionals;
- Work together with other agencies and fully implement local multi-agency child protection and safeguarding policies and procedures;

- Appoint a Safeguarding Lead for the Coastline Group (Deputy CEO with responsibility for Housing, Assets & Communities Louise Beard);
- Keep a central register of all reported cases, action taken and outcomes, which will be monitored and reviewed (PA to the Deputy CEO Julie Berwick); and
- Regularly review our Safeguarding Policy and good practice, always taking consideration of statutory guidance on inter-agency working to safeguard and promote the welfare of children, produced by Government.

## **1.5 Policy Scope**

- 1.5.1 This policy applies to everyone working within Coastline, including all paid colleagues, senior managers and directors, board members, volunteers, apprentices, agency staff and students on work placements.
- 1.5.2 Coastline does not have direct responsibility for contractors, they are required to evidence that they have robust policies and procedures in place dealing with safeguarding, and this policy will be brought to their attention when carrying out work on our behalf.

## **1.6 Policy Principles**

- 1.6.1 Underpinning the Policy is a set of principles which are reflected in the Coastline Plan 2025 – 2030 and embedded across Coastline.
- 1.6.2 Duties undertaken in connection with this policy will be:
- Carried out in an open and transparent manner, with the child's interests at the heart;
  - Rooted in the child development;
  - Promoting and supporting the best outcomes for the child;
  - Carried out in partnership with statutory and voluntary agencies;
  - In accordance with our Equality, Diversity and Inclusion policy and commitments;
  - Carried out to actively involve the child and their parents, guardians or carers, where it is appropriate;
  - Part of a continuous learning and developing process; and
  - Informed by fact and not opinion, and will be evidenced.

## **2.0 Section Two Legal Context and Definitions**

### **2.1 Legislation and Guidance**

- 2.1.1 In developing this policy and accompanying procedure we have adhered to and had regard to the content of:

- the Children Act 1989, which requires local authorities to give due consideration to a child's wishes when determining what services to provide under section 17 and before making decisions about action to be taken to protect individual children under section 47. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked after (section 22(4)), including those who are provided with accommodation under section 20 and children taken into police protection (section 46(3)(d)).
- the Equality Act 2010, which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs. To comply with the Equality Act 2010, safeguarding partners must assess and where appropriate put in place measures ahead of time to support all children and families to access services, overcoming any barriers they may face due to a particular protected characteristic
- the United Nations Convention on the Rights of the Child (UNCRC) which is an international agreement that protects the rights of children and provides a childcentred framework for the development of services to children. The UK Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights including to expression and receiving information.
- the Domestic Abuse Act 2021, section 38 recognises that a child is a victim of domestic abuse in their own right if they see, hear or experience the effects of domestic abuse and are related to either victim or perpetrator of the abuse, or either the victim or perpetrator of the abuse has parental responsibility for that child.
- the Children's Social Care National Framework, published in 2023, is statutory guidance that sets out the purpose of children's social care as existing to support children and families, to protect children by intervening decisively when they are at 7 United Nations Convention on the Rights of the Child 8 Domestic Abuse Act 2021 Section 3 9 Children's Social Care National Framework 14 risk of harm and to provide care for those who need it, so they grow up and thrive with safety, stability, and love
- Human Rights Act 1998;
- The Care Act 2014;
- Every Child Matters: Change for Children (2003);
- The Children Act 2004 incorporating the principles and outcomes of Every Child Matters;
- Homelessness Act 2002;
- Sexual Offences Act 2003;
- Child Sexual Abuse- our strategy to help and protect children living in Cornwall and the Isles of Scilly 2018-2021 (under review);

- Cornwall Exploitation Strategy 2020-2023
- Cornwall Neglect Strategy 2020-2023
- Domestic Violence Crime and Victims Act 2004;
- Safeguarding Vulnerable Groups Act 2006;
- The Mental Capacity Act 2005;
- What to do if you're worried a child is being abused (2006);
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (2007);
- Information Sharing: Guidance for practitioners and managers (2008);
- Safeguarding children and young people from sexual exploitation (2009);
- "Working Together to Safeguard Children" guide to inter-agency working to safeguard and promote the welfare of children July 2018;
- The Cornwall Framework for the Assessment of Children, Young People and their Families
- Equality Act 2010;
- Protection of Freedoms Act 2012; and

2.1.2 Cornwall Council and the Council of the Isles of Scilly, in exercising their social care functions, are responsible for ensuring there is a Safeguarding Children Partnership (OSCP) covering their area, to bring together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect. The OSCP is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children in the area, and for making sure that arrangements work effectively to bring about good outcomes for children.

The Children Act 2004 (Section 16E) sets out the provision of 'local arrangements for safeguarding and promoting welfare of children'. The Safeguarding Partnership (OSCP) is the local organisation that fulfils this for Cornwall and the Isles of Scilly. The partners in the OSCP are:

- the local authorities – [Cornwall Council](#) and the [Council of the Isles of Scilly](#)
- the chief officer of police for the area – [Devon and Cornwall Police](#)

The members of the OSCP work together to safeguard children in Cornwall and the Isles of Scilly. They also provide assurance that the arrangements are effective to bring about good outcomes for children.

Essential information for all staff can be accessed through their website:  
<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/> <https://ciossafeguarding.org.uk/scp>

## 2.2 Coastline Policies

- 2.2.1 Other Coastline policies relevant to safeguarding, which may be considered when dealing with a safeguarding children issue include:
- Data Protection, Whistleblowing Policy, Code of Conduct, Confidentiality Policy, Hate Crime Policy, Safeguarding Vulnerable Adults, Lone Working Policy and various Risk Assessments.

## 2.3 Definitions

### 2.3.1 *Children*

- 2.3.1.1 Under the Children Acts 1989 and 2004 respectively a child is anyone who has not yet reached their 18th birthday.
- 2.3.1.2 The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate for children and young people, does not change his or her status or entitlement to services or protection.
- 2.3.1.3 Throughout this policy 'child' means a child or a young person. It also includes the unborn child.

### 2.3.2 *Safeguarding*

- 2.3.2.1 Safeguarding is a wide remit which has a strong element of prevention and of promoting a vulnerable person's welfare, as well as taking measures to protect them from harm.
- 2.3.2.2 Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 2.3.2.3 'Working Together to Safeguard Children 2023' states In the context of a child-centred approach, all practitioners should work in partnership with parents and carers as far as possible. Parents and carers need to understand what is happening, what they can expect from the help and support provided, what is expected of them and be supported to say what they think. This is particularly important when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, whether the harm is from inside or outside the home including online. Working collaboratively will mean parents and carers have the best chance of making changes, and practitioners can make fair and accurate decisions about how to support children and keep them safe.

### 2.3.3 *Child protection*

- 2.3.3.1 Child protection is a part of safeguarding and promoting welfare and relates specifically to what should be done when there is a reasonable belief that a child is at risk of significant harm, i.e. when circumstances warrant intervention. Child protection is a statutory responsibility.

### 2.3.4 *Significant Harm*

2.3.4.1 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

2.3.4.2 The Adoption and Children Act 2002 extended the meaning of the term 'significant harm' to include 'impairment suffered from seeing or hearing the ill-treatment of another', in recognition of the threat posed against children who suffer or witness domestic abuse.

### 2.3.5 **Abuse**

2.3.5.1 Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take. Abuse is something that is done to another person without their full understanding or consent that harms them in some way. A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. See **Appendices A and B** for more information on definitions, signs and risk factors for abuse.

2.3.5.2 The NSPCC states that Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. Neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online. The standard categories of child abuse are:

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected.

Once a child is born, neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional, social and educational needs.

- ***Domestic Abuse is a pattern of coercive control, which includes combinations of physical, sexual, psychological and financial abuse and isolation by a current or former partner or family member. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.***
- ***Sexual Abuse*** A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online.
- ***Online abuse*** Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones.
- ***Physical abuse*** Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.
- ***Emotional abuse*** Children who are emotionally abused suffer emotional maltreatment or neglect. It's sometimes called psychological abuse and can cause children serious harm.
- ***Child sexual exploitation*** a type of sexual abuse in which children are sexually exploited for money, power or status.
- ***Female genital mutilation***, (sometimes known as FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways, and is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. The Government consultation document is at: <https://www.gov.uk/> The Government released the Multi Agency Practice Guidelines in November 2014.
- ***Bullying and cyberbullying*** Bullying can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.
- ***Child trafficking*** Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.
- ***Grooming*** Children and young people can be groomed online or in the real world, by a stranger or by someone they know - a family member, friend or professional.
- ***Harmful sexual behaviour*** Children and young people who develop harmful sexual behaviour harm themselves and others.

### 2.3.6 ***Duty of Care***

2.3.6.1 The Children Act 2004 places a duty on organisations to safeguard and promote the well-being of children and young people. Therefore, all adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their wellbeing and ensure all reasonable steps are taken to protect children from:

- Maltreatment, neglect, violence & sexual exploitation;
- Accidental injury and death;
- Bullying and discrimination; and
- Crime and anti-social behaviour in and out of school.

### 2.3.7 ***Making an Alert***

- 2.3.7.1
- A **Concern of abuse** is where a person or agency suspects that a child is being abused;
  - An **Allegation of abuse** is where a person or agency states that a child is being abused;
  - A **Disclosure of abuse** is where a child states that they are being abused;
  - **Alerting** or raising a concern about abuse, or suspected abuse, involves recognising signs of abuse, responding to a concern, allegation or disclosure and reporting this to an appropriate person. Alerting also requires that initial information is accurately recorded, dated and signed;
  - An **Alerter** is anyone reading this document, as safeguarding children is everyone's responsibility. As an **alerter** you are not asked to verify or prove that the information you have been given is true, but to log your concerns and report them to an appropriate person, usually your manager and the Safeguarding Lead.

2.3.7.2 Everyone who works with children has a responsibility for keeping them safe. No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.' (Working Together 2015) Anyone who has concerns about a child's welfare should make a referral to local authority children's social care and should do so immediately if there is a concern that the child is suffering significant harm or is likely to do so. Practitioners who make a referral should always follow up their concerns if they are not satisfied with the response (Working Together 2023).

## 2.4 ***Partnership Working***

### 2.4.1 ***Local Safeguarding Children Boards***

2.4.1.1 Section 13 of the Children Act 2004 requires each local authority to establish a multi-agency Local Safeguarding Children Board (LSCB) for their area. The

Cornwall and Isles of Scilly Safeguarding Children Partnership (OSCP) replaced what was the LSCB and Area Child Protection Committee.

2.4.1.3 The OSCP is a partnership made up of senior representatives from several organisations and agencies which include Cornwall Council, the Council of the Isles of Scilly, Devon and Cornwall Police, Health Service, Youth Offending Service, Probation Service, Children and Family Courts Advisory and Support Service and others.

2.4.1.4 OSCP's have a range of roles and statutory functions, including developing local safeguarding policy and procedures and monitoring and challenging the effectiveness of local arrangements.

2.4.1.5 The objectives of OSCP's as set out in 'Working Together to Safeguard Children 2023' are:

- To co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children within the local authority area; and
- To ensure the effectiveness of safeguarding children within the local authority area.

#### 2.4.2 **MAPPA** (Multi-Agency Public Protection Arrangements)

2.4.2.1 MAPPA is a process for assessing and managing risks to the community posed by several categories of high-risk offenders, for example, Registered Sex Offenders, and is led by the Police, Probation and Prison Services. This information is then shared with other relevant agencies to promote community safety.

#### 2.4.3 **MARAC** (Multi-Agency Risk Assessment Conferencing)

2.4.3.1 MARAC is a process for identifying victims of domestic abuse most at risk from violence in the future, based on a risk assessment conducted by police officers attending an incident of domestic abuse. This information is then shared with other relevant agencies to promote the safety of abuse victims and their children.

#### 2.4.4 **The Common Assessment Framework** (CAF)

2.4.4.1 The Common Assessment Framework (CAF) is a shared assessment tool which can be used by anyone who works with children and young people. It is holistic and aims to help early identification of additional needs of children and young people who, according to the judgement of practitioners, require extra support to help them achieve the five *Every Child Matters* outcomes:

- Being healthy;
- Staying safe;
- Enjoying and achieving;
- Making a positive contribution; and

Achieving economic well-being.

- 2.4.4.2 In this way children and families can be helped to access the right services earlier, and before things reach crisis point. It also means that where a child is referred to a specialist service, the CAF can be built on rather than a new assessment carried out.
- 2.4.4.3 There is a simple pre-assessment checklist to help practitioners decide who would benefit from a common assessment. A CAF can only be undertaken with the consent of children, young people and their families.
- 2.4.4.4 The CAF is **not** used when there is concern that a child may have suffered or may be at risk of suffering significant harm. The alerting and reporting of abuse procedures should be followed.

### 3.0 Section Three Safeguarding Children Procedures

#### 3.1 Procedures Aim

3.1.1 These Safeguarding Children procedures aim to complement the requirements defined in statutory guidance for adults working with children and families in England, 'Working Together to Safeguard Children 2015', where children clearly said that they need:

- **Vigilance:** to have adults notice when things are troubling them;
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them;
- **Respect:** to be treated with the expectation that they are competent rather than not;
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans;
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
- **Support:** to be provided with support in their own right as well as a member of their family; and
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views.

#### 3.2 Roles and Responsibilities

##### 3.2.1 *Everyone*

3.2.1.1 Safeguarding children is everyone's responsibility. All colleagues and volunteers will work in a way that promotes the welfare of children and keeps them safe.

3.2.1.2 All colleagues and volunteers from any service or setting and in any role should:

- Know about this policy and procedures;
- Be aware of and alert to issues of abuse, neglect or exploitation; and
- Know how to report any concerns.

3.2.1.3 Whether you work directly with children or not, everyone has a 'duty to act' in a timely manner on any concern or suspicion that a child is being, or is at risk of being, abused, neglected or exploited; and to report it to your manager to ensure that the situation is assessed and investigated.

3.2.1.4 Some roles have specific, additional responsibilities designed to underpin our safeguarding children practice.

3.2.2 **Safeguarding Children Lead – Deputy CEO (with responsibility for Housing, Assets & Communities) Louise Beard**

- 3.2.2.1 To ensure appropriate levels of responsibility within Coastline, we have a Safeguarding Children Lead, whose role is to ensure that a proportionate, timely, professional and ethical response is made to any reported safeguarding issue or concern.
- 3.2.2.2 The first priority will always be to ensure the safety and protection of the child at risk. The Safeguarding Children Lead will take an overview of all reported incidents and be a support and backup to line managers who are the 'designated persons', for the purposes of safeguarding to whom staff initially report their concerns.
- 3.2.2.3 The Safeguarding Children Lead will:
- Check and review all Safeguarding Logs;
  - Be available as a resource to give advice and guidance at any time throughout the process of reporting a concern; and
  - Refer all completed Safeguarding Logs to the Front Line Managers Team who will review and decide what operational learning points there are.
- 3.2.2.4 The Safeguarding Children Lead is the Deputy CEO (with responsibility for Housing, Assets and Communities) Louise Beard. In the absence of the Deputy CEO, the Head of Housing Services Christian Blackbeard, will act as lead. A copy of every safeguarding referral should be sent to the Deputy CEO, Head of Housing Services and the PA to the DCEO, Julie Berwick.

### 3.2.3 **Senior Leaders**

- 3.2.3.1 Senior Leaders will support colleagues reporting concerns if their line manager is not available, or is implicated in the abuse, and will ensure that appropriate initial investigations and actions are carried out. They will also be a resource for advice and guidance to line managers.

### 3.2.4 **All colleagues and volunteers**

- 3.2.4.1 In addition to the duty to act as described above, all colleagues working in a role involving contact with children or young people must also ensure that they:
- Provide children and/or their family with information (in appropriate and accessible language) on how to recognise abuse and report it;
  - Listen to the child, take their views seriously and work with them collaboratively when deciding how to support their needs;
  - Feel confident that they know what their appropriate professional boundaries are, and work within those boundaries; and
  - Make their clients aware of the professional boundaries.

### 3.2.5 **Line Managers**

- 3.2.5.1 Line managers have an important role within Coastline to ensure that any concerns or alerts are dealt with efficiently, effectively and sensitively. Line managers should ensure that they:
- Go through the Safeguarding Children Policy and Procedures as part of the induction for all new colleagues;

- Arrange for colleagues to attend safeguarding and child protection training appropriate for their role, and follow up refresher training;
- Feel confident that all colleagues are aware of their duty to report to them any allegations or suspicions of abuse, or if they are not available, to another responsible person, or the local authority; and
- Are aware of and monitor the potential risks to service users from lone workers.

3.2.5.2 Line managers are the 'designated person' to whom colleagues report concerns. Once a concern has been raised, line managers have responsibility for:

- Assessing the information and making a decision about an appropriate response, seeking advice from the Safeguarding Lead, a senior leader or the local children's services, as necessary;
- Ensuring a completed Safeguarding Log is sent to the Safeguarding Children Lead;
- Adhering to and operating within the 'whistleblowing' policy and supporting staff raising the concerns;
- Supporting any colleague or volunteer who raises a safeguarding concern;
- Making sure the colleague receives the appropriate support and is reminded of the Employee Support Assistance available; counselling provision etc;
- Ensuring that the child 'at risk' is safe and receiving appropriate support, including full multi-agency responses as appropriate;
- Ensuring that colleagues delivering a service to the child at risk are kept up to date on a need-to-know basis, and do not take actions which may prejudice any investigation; and
- If the alleged perpetrator of the abuse is another vulnerable person, ensuring they receive appropriate support.

### 3.3 Information Sharing and Confidentiality

- 3.3.1 All colleagues, Board members and volunteers adhere to a Code of Conduct which requires that personal information about customers, clients or other service users (existing or prospective) must be kept confidential.
- 3.3.2 However, there are certain circumstances when information should be disclosed if this is necessary to safeguard a child.
- 3.3.3 When protection of a child is an issue, the need to share all relevant information between appropriate professionals will override the usual guarantee of confidentiality. Responsible sharing of information in the public interest is supported by the Public Interest Disclosure Act, Data Protection Act and Crime and Disorder Act.
- 3.3.4 Disclosure of personal information must be justifiable in each case. Colleagues will listen to and respect the wishes of the child, and seek their permission or, if appropriate, permission from a family member or carer, before sharing information about them with another agency.

3.3.5 The exception would be if seeking permission may itself place the child at risk of significant harm. If there is a conflict of interest between the welfare of the child and the wishes of the child, family members or carers, the child's welfare will take priority.

3.3.6 This decision will be made by a manager following discussion with the staff member raising the alert. Information-sharing decisions must always be based on considerations of the safety and wellbeing of the child, and others who may be affected by the actions of the abuser.

3.3.7 ***Key questions for information sharing***

3.3.8 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews have highlighted that missed opportunities to record, understand the significance of and share information in a timely manner can have severe consequences for the safety and welfare of children.

Before sharing information, you must ask yourself the following questions and ensure that your answers support your decision:

- Is there a clear and legitimate purpose for sharing information?
- Does the information enable the person to be identified?
- Do they have the capacity to consent to the sharing of information?
- Is the information confidential?

3.3.9 ***Key principles of information sharing***

3.3.9.1 Before sharing information, it is important to understand which information needs to be shared to protect the child, and which information should remain confidential.

3.3.9.2 The key issues to consider are:

- Identify how much information to share;
- Distinguish fact from fiction;
- Ensure that you are giving the right information to the right person;
- Ensure you are sharing the information securely;
- Inform the adult or parent of child that the information has been shared if they were not aware of this and it would not create or increase risk of harm;
- Record the information sharing decision and your reasons; and
- Record who you have shared the information with.

3.3.9.3 Colleagues must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively:

- all colleagues should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
- where colleagues need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

### **3.4 Register of Safeguarding Incidents**

- 3.4.1 Colleagues reporting a concern to their manager will complete a Safeguarding Log. Managers must ensure a copy of the completed log is sent to the Safeguarding Lead and Head of Housing Services.
- 3.4.2 Colleagues will keep clear and accurate client records electronically. All records relating to safeguarding and protection issues will be kept securely by the relevant manager. Records should record very clearly all actions taken and why. Record keeping will comply with our Data Protection Policy.

### **3.5 Training, Induction and Supervision**

#### **3.5.1 Induction**

- 3.5.1.1 At induction all colleagues that interact with customers in their homes will have a briefing on safeguarding children and child protection with their line manager. This will include an explanation of this policy and procedures.
- 3.5.1.2 In particular safeguarding induction will cover:
- How and when to share any concerns about abuse or potential abuse of a child or young person;
  - How to respond appropriately to a disclosure of abuse;
  - How to report concerns about the behaviour of a colleague or manager;
  - The name and contact details of the Safeguarding Lead; and
  - Understanding professional boundaries and adopting safe working practices to protect clients and members of staff or volunteers.

#### **3.5.2 Training**

- 3.5.2.1 Coastline will access role-specific in house and multi-agency training on child protection for appropriate colleagues and volunteers and will ensure that this is updated at appropriate, regular intervals (at least every 3 years).
- 3.5.2.2 Training will be based on general local authority standards. Specific child protection training for relevant colleagues will be accessed from the OSCP:  
**Level 1** - induction and web based training will be completed by all colleagues;

3.5.2.3 Safeguarding will be a regular item on team meeting agendas and in one-to-one supervision meetings.

### 3.5.3 **Supervision**

3.5.3.1 Supervision will take the form of structured one-to-one meetings between the colleague and volunteers and their manager. This will take place every 4-6 weeks.

3.5.3.2 However, the colleague or the manager can request additional meetings, particularly if the colleague is working in potentially sensitive situations. In addition, there will always be a manager available to provide support if colleagues run into an emergency. This need not necessarily be the colleagues own line manager.

3.5.3.3 Where colleagues are working with specific children or families, managers should use a checklist to ensure that child protection or other safety issues are considered during supervision.

3.5.3.4 Managers should also make sure they raise the issue of professional boundaries and acknowledge the potential risk to children of inappropriate colleague behaviour.

## 3.6 **Code of Conduct**

3.6.1 Colleagues who work with children and young people are responsible for their own actions and behaviour, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

3.6.2 Colleagues must adhere to the Code of Conduct and work within the professional boundaries guidelines.

3.6.3 One-to-one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Colleagues working in one-to-one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them.

3.6.4 Both possibilities should be recognised so that when one-to-one situations are unavoidable, reasonable and sensible precautions are taken, including completing a risk assessment which will be reviewed at each supervision session.

3.6.5 Colleagues should also be mindful of our ICT Acceptable Use Policy and avoid any inappropriate online contact with the children or young people they are working with.

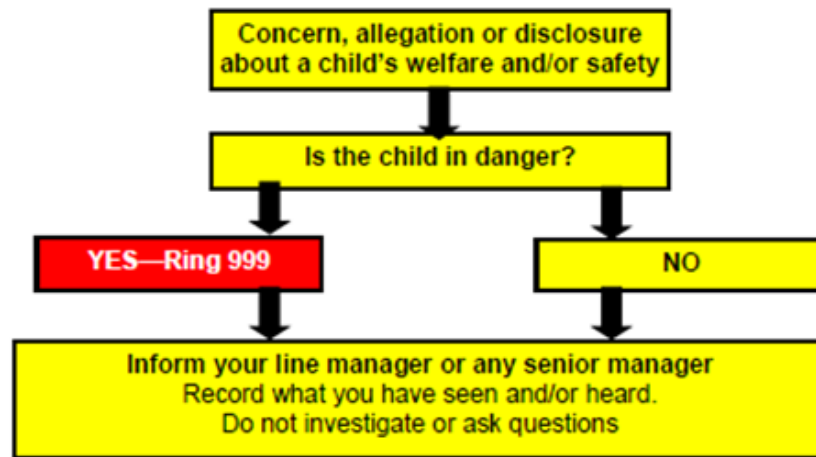
3.6.6 Colleagues who organise activities for children and young people who are not primary clients should ensure they gain informed parental consent, including for the transport of children and the taking or recording of images of children and their display.

## 3.7 **Disclosure and Barring Services (DBS) Checks**

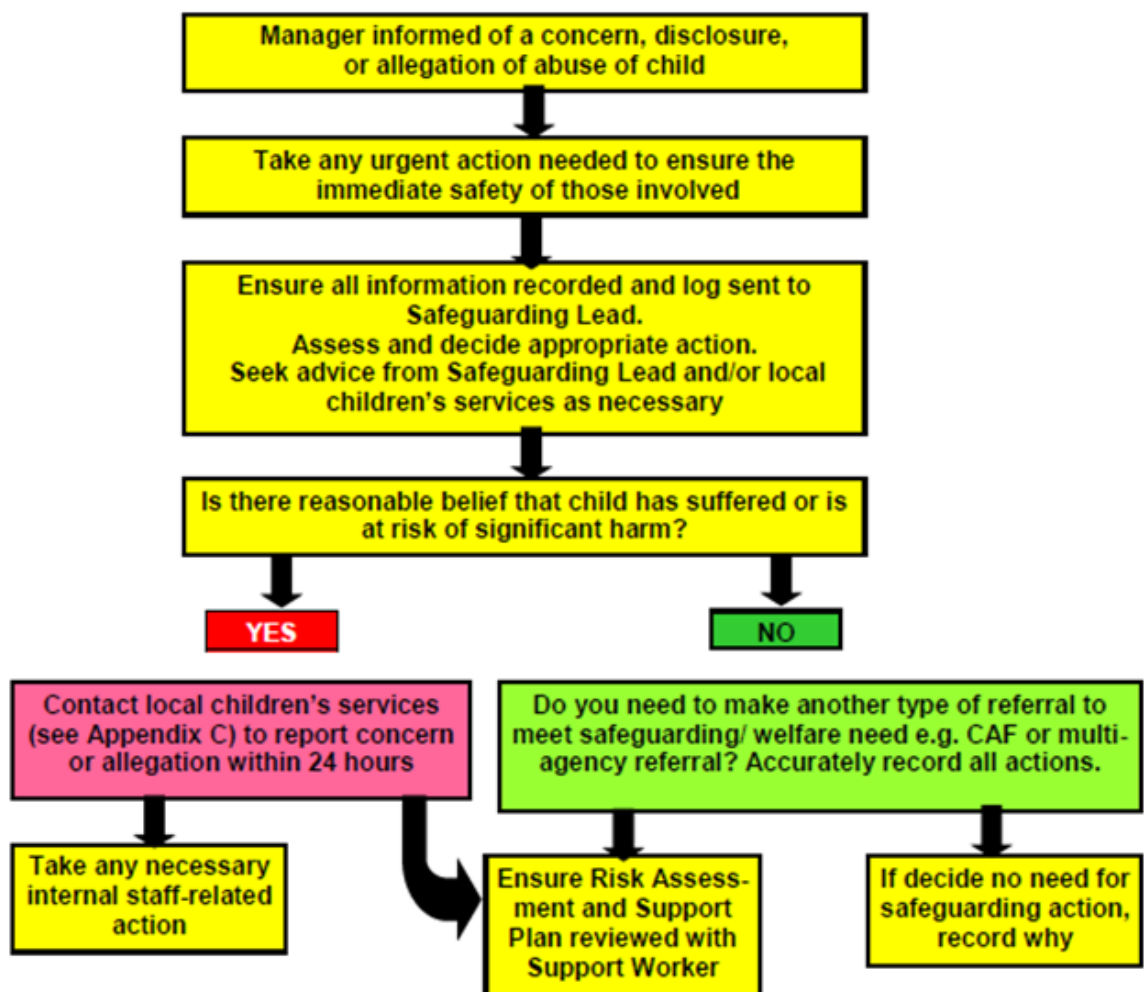
- 3.7.1 All Colleagues and volunteers who work in a close and unsupervised capacity with children and young people are required to have an enhanced DBS or DBS with barred list check as appropriate to their role profile. As an organisation and employer, Coastline must not knowingly employ someone in paid or unpaid work who is on the DBS barred list.
- 3.7.2 We also have a legal duty to refer to the DBS any concerns about any employee or volunteer if they have harmed, or pose a risk of harm to children or young people.
- 3.7.3 This includes when an employee or volunteer is dismissed or removed and the employer thinks they have harmed or may have harmed a child or young person. It is a criminal offence not to do so. The DBS also advises to pass this information to the police.

# Raising an Alert—Overview of actions to take.

## For the alerter



## For all managers within Coastline Group



## 4.0 Section Four Making an Alert

4.0.1 These procedures are designed to help you understand when you need to take action to raise a concern about actual or suspected abuse (alerting).

4.0.2 Alerting involves the following key stages:

- Recognising signs and signals of child abuse;
- Responding appropriately and sensitively to disclosures;
- Taking immediate action to protect a child and preserve evidence;
- Recording a concern, disclosure, or allegation of abuse; and
- Reporting a concern, disclosure, or allegation.

### 4.1 Recognising signs and signals of child abuse or neglect

4.1.1 It is important that colleagues and volunteers understand the types of abuse, the signs to look out for and risk factors associated with abuse and abuse.

- 4.1.2
- **Appendix A** identifies what is abuse and neglect and highlights the signs which may be apparent.
  - **Appendix B** identifies the risk factors for children.

4.1.3 However, these lists are not exhaustive. Being alert to abuse requires you to:

- Think about what you see or hear and ask if it is acceptable practice;
- Take seriously what you are told;
- Respond to the stresses behind requests for help or other presenting problems; and
- Be alert to signals or non-verbal communication or challenging behaviour, and be aware that this could indicate that unacceptable practice is being deliberately hidden or denied.

4.1.4 Sometimes a situation will require the careful observation or monitoring of a series of events. In these cases you will be expected to keep a precise and dated record of events.

### 4.2 Becoming aware of possible cases of abuse

4.2.1 There are a number of ways in which you may become aware of possible cases of abuse:

- A child may tell you about something that has upset or harmed them or that has happened to another child or that they feel unsafe;
- Someone else might report that a child has told them, or that they strongly believe, that a child has been or is being harmed in some way;
- You may receive an anonymous allegation of abuse;

- A child might show signs of physical injury for which there appears to be no satisfactory explanation;
- A child's behaviour may suggest he or she is being abused or neglected;
- The behaviour or attitude of a worker towards a child worries you or makes you feel uncomfortable in some way; or
- You witness worrying behaviour from one child to another.

#### **4.3 Witnessing abuse**

- 4.3.1 If you witness abuse, you may intervene if it is safe to do so. The situation should be calmed down and the victim offered comfort and reassurance.

#### **4.4 Abuse disclosed or reported to you**

- 4.4.1 If someone tells you about abuse that may have occurred to someone else, you must be clear that this information cannot be classed as confidential. You have a duty to report this type of information. Listen, but do not give opinions. It is best to stay neutral.
- 4.4.2 The abused person may tell you about the abuse (disclosure) but may not understand the significance of what they are telling you.
- 4.4.3 In any situation stay calm and try not to show shock, listen carefully and be supportive.

#### **4.5 Dos and don'ts**

- 4.5.1
- DO NOT press the person for more details;
  - DO NOT promise to keep secrets (you can never keep this kind of information confidential);
  - DO NOT pass on the information to anyone other than those with a legitimate 'need to know' such as your line manager;
  - DO NOT make promises you cannot keep (such as 'I will never let this happen to you again');
  - DO NOT contact the alleged abuser;
  - DO NOT be judgemental (for example 'why didn't you run away?');
  - DO NOT gossip about abuse;
  - DO NOT stop someone when they are telling you what has happened to them, as they may never tell you again;

But ...

- DO tell the person that they did the right thing in telling you and that you will treat this information seriously; and
- DO make sure you record all information disclosed to you factually and accurately.

#### **4.6 Good practice points to remember about disclosure**

##### **4.6.1 Good practice confirms that:**

- Creating a safe space for children to talk is crucial in breaking down barriers to disclosure;
- Children want to be and should be listened to and treated with respect. Children need to feel they will be believed when they share concerns and that adults will neither minimise them nor over-react to them;
- Sometimes children need time to consider options before providing details that may lead to loss of control (e.g. in case it results in a child protection referral). Therefore it is important that colleagues respond to any disclosure sensitively, and fully inform the child of what will happen after they make a disclosure of abuse; and
- Many victims of child abuse say that having the first person they told be supportive was the first step in recovery of their experience.

#### **4.7 Allegations against Coastline colleagues and volunteers**

4.7.1 The allegation that a manager, colleague or volunteer has carried out abuse may be reported or disclosed to you, or you may have concerns about a colleague's or a manager's behaviour. This would also apply to senior leaders, non-executive and executive directors of the board.

4.7.2 If you have concerns about a manager, colleague or volunteer, you must:

- Report it immediately to your line manager, however trivial it seems;
- Keep the matter confidential whilst it is being considered or investigated; and
- Record your concerns on the Safeguarding Log.

4.7.3 If your line manager is not available, or is implicated in the abuse, you should contact any senior leader. The Head of Housing Services and Safeguarding Lead will be available to give advice and guidance as required.

#### **4.8 Actions for line manager following an allegation relating to colleague**

4.8.1 If there is an allegation relating to a Coastline colleague or volunteer, the line manager must:

- Report any such allegation immediately to the Safeguarding Lead and to the Head of People and Culture;
  - Human Resources will liaise with the line manager and Safeguarding Lead to agree appropriate action, which will be in accordance with relevant Disciplinary Policies.

4.8.2 In the case of abuse relating to a child or young person, the line manager must also:

- Notify the Local Authority Designated Officer (LADO) by telephone within one working day;

The LADO will advise and give guidance on further action.

**Our Safeguarding Partnership for Cornwall and the Isles of Scilly**

3 West  
New County Hall  
Truro  
TR1 3AY

LADO: 01872 326536

Email

[lado@cornwall.gov.uk](mailto:lado@cornwall.gov.uk)

<https://www.cornwall.gov.uk/lado>

- 4.8.3 These procedures must be adopted if any of the following definitions of allegations apply:
- It appears the person has behaved in a way that has harmed, or may have harmed, a child;
  - Has possibly committed a criminal offence against or related to a child;
  - Has behaved in an inappropriate way towards a child which may indicate that she/he is unsuitable to work with children;
  - There are concerns about the person's behaviour to their own children, unrelated to their employment or voluntary work; and/or
  - An allegation is made about abuse that took place some time ago and the accused person may still be working with or have contact with children.
- 4.8.4 If an individual is removed from work because they pose a risk of harm to children or young people, Coastline will make a referral to the Disclosure and Barring Service.
- 4.9 Whistleblowing**
- 4.9.1 Coastline's 'whistleblowing' policy recognises that a colleague or a customer may need to report a serious concern of misconduct about another colleague, volunteer or manager. In this case, the policy makes it clear that an individual can come forward on a confidential basis without fear of reprisal or victimisation.
- 4.9.2 The whistleblower's line manager must ensure that they are supported and do not have to come into contact with the member of staff alleged to have caused harm.
- 4.9.3 The alleged abuser has the right to know in broad terms what allegations or concerns have been made against them.
- 4.10 Concern about a child's safety**
- 4.10.1 Early sharing of information is the key to providing effective early help where there are emerging problems.
- 4.10.2 No-one should assume that someone else will pass on information which they think may be critical to keeping a child safe. If you have concerns about a

child's welfare and believe they are suffering or likely to suffer harm, then you must share the information with your manager or another appropriate manager.

- 4.10.3 The manager will evaluate the seriousness of the concern, allegation or disclosure of abuse, and decide whether to make a child protection alert to the local children's services, or the Police.
- 4.10.4 It is the responsibility of the statutory authority to then instigate the child protection process.
- 4.10.5 In an emergency you may have to take action first (e.g. call the Police) and then contact your line manager.
- 4.10.6 As an alerter, you are not required to prove that the information that you provide about abuse or suspected abuse is true.

#### **4.11 Risk Assessment**

- 4.11.1 Regardless of the result of an alert or referral, you should always discuss with the customer or client, keep them informed about what action is taken and carry out a re-assessment of their risk management plan and support plan, where appropriate.
- 4.11.2 Where abuse has occurred, the risk management plan and support plan must be updated and consideration should be given to whether the service or placement is still safe and appropriate for the individual concerned.

#### **4.12 In an emergency**

- 4.12.1 If there is a need to ensure the immediate protection of a child or young person, or a child or young person has gone missing, you should call the police on 999 immediately.
- 4.12.2 This will include all situations when a crime has been, or is about to be committed, and for situations where:
  - Someone's life may be in danger;
  - There is likely to be evidence that needs to be preserved;
  - Someone is alleging that they have recently been sexually assaulted;
  - Someone has been injured as a result of a physical assault;
  - An allegation is made regarding a recent incident of theft;
  - The alleged perpetrator needs to be removed;
  - There is reason to believe that a crime is in progress; or
  - A child or young person goes missing from our accommodation.
- 4.12.3 If there is any doubt about whether there is an emergency, call 101 and seek police advice. Remember also to notify your line manager.

#### **4.13 Actions for the Alerter - How to report your concern**

- 4.13.1 Raise with your line manager. If your line manager is not available, or is implicated in the abuse, you should contact any senior leader.
- 4.13.2 Record details of what you saw or heard as soon as possible. Make sure that your information is factual.
- 4.13.3 Your line manager will take responsibility for deciding whether the concerns fall within the safeguarding children process and will decide on an appropriate course of action which will depend on the nature and seriousness of the concerns.
- 4.13.4 You will be involved in this decision and you will be asked to contribute your knowledge of the child at risk and your view of what has happened.
- 4.13.5 Your line manager may ask you to gather some further information. Do not attempt to investigate the matter yourself without referring to your line manager.
- 4.13.6 The appropriate course of action may be making a formal referral to the local children's services. If for any reason there is no appropriate manager available for you to talk to, contact your local children's services yourself (contact numbers are at Appendix C).
- 4.13.7 The Safeguarding Lead is available to give advice and guidance as required at any time. The safety of the child is always paramount. If you are not sure about what action to take or have any difficulties or queries, please do not hesitate to contact your own Child Protection Advisor, such as a designated teacher, named or designate practitioner or the Multi Agency Referral Unit (MARU). If you do not agree with the response or decision of the MARU and you believe the child is still at risk of harm you should use the OSCP policy for resolving professional differences (escalation procedure). To contact the MARU in office hours phone 0300 1231 116 and out of hours 01208 251300.

#### **4.14 Completing the Safeguarding Log - Frontline Colleagues**

- 4.14.1 When completing the Safeguarding Log, it is important to ensure that details are clear and factual. In particular, you should:
  - Describe clearly what was seen or heard in as concise a way as possible;
  - Make a note of what was actually said, using the person's own words and phrases if possible;
  - Describe the circumstance in which the disclosure came about;
  - Note the setting and anyone else who was there at the time;
  - If you wish, include your own opinion or a third party's information. If you do, ensure that the origin of the comments is clear;
  - Where possible, include the name, address and age of the child allegedly abused, details of their family, what is alleged to have happened, what has been observed, whether there has been any discussion with the child, their family or carers and the identity of the alleged abuser;
  - Be aware that your report may be needed later as part of a legal action or disciplinary procedure;

- Sign and date the report, noting the time and location; and
- Give the report to your manager.

#### **4.15 Completing the Safeguarding Log – Line Manager**

##### **4.15.1 Initial assessment**

4.15.1.1 On receiving an alert of an allegation or suspicion of abuse the line manager is responsible for assessing whether the circumstances fall within the safeguarding children process, and deciding on the most appropriate course of action.

4.15.1.2 If it is believed the risk is serious and immediate, the line manager will, in the first instance check:

- The immediate needs of the child are being met;
- The safety of those involved; and
- That no forensic evidence is lost.

4.15.1.3 If the alleged perpetrator is a colleague, see the relevant section above.

4.15.1.4 Where the alleged abuser is another child, young person or vulnerable adult it will be necessary to ensure the protection of other children, clients or tenants and also to put in place arrangements to meet the needs of the child, young person or vulnerable adult who is an alleged abuser. If there is to be a police investigation, arrangements will need to be made for the support of an appropriate adult or any other support necessary.

##### **4.15.2 Establishing the facts**

4.15.2.1 Once an allegation or suspicion of abuse has been raised the line manager will need to clarify the facts as stated by the alerter, and ask them the reasons for their concerns and what they think is happening to the child.

4.15.2.2 Be careful. It is human nature to focus on information that confirms their view, while ignoring information that contradicts it. Because of this, when discussing their concerns, the line manager must ask the alerter to consider other possible points of view.

4.15.2.3 The seriousness or extent of abuse is often not clear when a concern is first raised. It is important to approach reports or allegations with an open mind about the appropriateness of intervention.

4.15.2.4 Factors informing any assessment of seriousness will include:

- The vulnerability of the child involved;
- The nature and extent of the abuse;
- The length of time or frequency of the occurrence;
- The impact on the child; and
- The risk of repeated or escalating acts involving this or other children.

- 4.15.2.5 Initially the alerter may have told the line manager verbally, but it is important that the alerter writes up an accurate account of what has happened as soon as possible (within 4 hours) and complete a Safeguarding Log.
- 4.15.2.6 Do not carry out intrusive questioning or an investigation and avoid discussing the case with either the alleged perpetrator or (if possible) the alleged victim without first receiving appropriate advice.
- 4.15.2.7 All Safeguarding Logs should be emailed to the Safeguarding Lead and PA to DCEO, who will save the log on the safeguarding children file.
- 4.15.3 Taking further action
- 4.15.3.1 Once the line manager has established the facts, s/he should consider what safeguarding action needs to be taken.
- 4.14.3.2 This decision should be made using the principle of a child-centred approach based on understanding the child's needs, protecting the child and promoting their welfare.
- 4.15.3.3 The Munro Review of Child Protection, May 2011 suggests that we should shift the investigative question from 'is this a child protection case or not?' to 'does this child or young person need help, and, if so, which service is appropriate?'
- 4.15.3.4 Advice can be sought at any point from the Safeguarding Lead or another senior leader. Other professionals working with the child (for example a health visitor) may be able to help with advice or contribute to your understanding of the child's needs and circumstances (it may not be necessary to identify the child in question to do this).
- 4.15.3.5 The SW Child Protection Procedures (swccp) are as follows:  
<https://www.proceduresonline.com/swccp/>

|                                                                                                                                    |                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If the child's needs are not clear, not known or not being met, and you think the risk is low but the child is vulnerable          | Consider following guidance for CAF (details on OSCP website)                                                                                                |
| If you think there are complex needs likely to require a Social Work assessment, or where you are concerned a child may be at risk | Email a multi-agency referral form (more information on OSCP website)                                                                                        |
| If you want advice on whether to make a child protection referral                                                                  | Call local children's services (it may not be necessary to identify the child in question to do this).<br>Contact numbers in Appendix C and on OSCP website. |
| Where you think the child is at imminent risk of significant harm                                                                  | Call local children's services<br>Contact numbers in Appendix C and on OSCP website.                                                                         |

- 4.15.3.6 If you are unable to speak to anyone or you have immediate concerns, call the police on 999. If the person causing the harm is also a vulnerable person, you will need to make sure their needs are attended to and that no other service users are put at risk.

- 4.15.3.7 Contact the Child Exploitation and Online Protection Centre (CEOP) to report online child abuse (<https://www.ceop.police.uk/Safety-Centre/>), and also report to the MARU.
- 4.15.3.8 Child protection referrals should be made within 24 hours of an alert being raised. A telephone referral should be followed by written confirmation to the local children's services (social care) within 24 hours.
- 4.15.3.9 You must always make a child protection referral when:
- You have a reasonable belief that the child is at significant risk of being abused or neglected, and at risk of significant harm;
  - The child has capacity to make decisions about their own safety and wants a referral to be made;
  - A crime has been or may have been committed against a child;
  - The abuse or neglect has been caused by a manager, colleague or a volunteer;
  - Other children are at risk from the person causing the harm;
  - The concern is about institutional or systemic abuse; and/or
  - The person causing the harm is also a vulnerable person.

#### **4.16 Following the referral**

- 4.16.1 After sending in a written referral to children's social care, you will be contacted within one working day. If this hasn't happened within three working days, you must contact them again. Children's social care will want to clarify the facts with you and will feedback on their decision about whether:
- This is a child protection case requiring a strategy discussion, a core assessment or an initial assessment; or
  - Another agency should deal with the matter; or
  - You need to monitor the situation.
- 4.16.2 All colleagues will co-operate with children's social care and the police as requested. You may be directly involved in an investigation or asked to contribute to the planning of an investigation, to attend strategy meetings or to provide background information which will assist in the risk assessment process at child protection conferences. Any such involvement will be co-ordinated through the relevant line manager or designated officer.

#### **4.17 Seeking Consent to make a referral**

- 4.17.1 Before making a referral we would normally have consent from the individual concerned. We will treat the child with the expectation that they are competent to give their consent, rather than not.
- 4.17.2 Colleagues should try to ascertain their wishes and listen to and respect their views. They should communicate with the child in a way that is appropriate to the child's age, understanding and preference.

- 4.17.3 In the case of a child who is not competent to consent, the person appointed to act on their behalf or the person with parental responsibility should be asked to consent on their behalf, unless requesting permission would put the child at further risk.
- 4.17.4 A young person aged 16 or 17 years is legally a minor with the right to protection under Section 47 of the Children Act 1989, but they also have legal rights to self-determination.
- 4.17.5 Taking into account their age and understanding, it is unlikely that a child protection referral would be made against the wishes of a young person aged 16 or 17 years old unless:
- Their life is in immediate danger;
  - The harm is being caused by a member of staff; or
  - Not to act would leave other children or young people in a situation of harm.
- 4.17.6 In all cases colleagues should involve the child in the decision and must explain openly and honestly what information is to be shared, with whom and why.
- 4.17.7 Colleagues will respect the wishes of the individual who does not want a referral to be made, unless not referring will place someone at risk of significant harm. At the heart of child protection is that the safety of the child is paramount when making any decisions about their welfare, and decisions will be based on considerations of the safety and wellbeing of the child and others who may be affected by the actions of the abuser.
- 4.18 Making a decision to refer without consent**
- 4.18.1 If there is an overriding public interest or vital interest, or if gaining consent would put the person at further risk, a referral must be made. This would include situations where:
- Other people or children could be at risk from the person causing harm;
  - It is necessary to prevent a crime; or
  - Where there is a high risk to the health and safety of the child at risk.
- 4.19 Where there is a decision not to take further action**
- 4.19.1 After fully reviewing the alert raised, the line manager may decide that no further action is required as the case does not fall within safeguarding children procedures.
- 4.19.2 In all instances where an investigation is not pursued, the reasons for this decision should be recorded in the Safeguarding Log and in the client's file.

## **Appendices**

**Appendix A** identifies what is abuse and neglect and highlights the signs which may be apparent.

**Appendix B** identifies the risk factors for children.

**Appendix C** provides the contact details for the LADO.

**Appendix D** is the Inter-agency referral to Children's Social Care – the Referral Form

**Appendix E** is the Cornwall Framework for the Assessment of Children, Young People and their Families.

## Appendix A

### What is abuse?

There is no textbook list of signs and signals of abuse. Colleagues should be alert to the possibility and be able to respond appropriately. The following defines categories of abuse and gives some details of signs to look out for. (More information is available on <https://ciossafeguarding.org.uk/scp> )

The following definitions are based on those identified in Working Together to Safeguard Children and [Keeping Children Safe in Education](#):

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Signs** that neglect may be occurring are:

- Malnutrition;
- Rapid or continuous weight loss;
- Inadequate or inappropriate clothing;
- Untreated medical problems;
- Dirty clothing/bedding;
- Lack of personal care.

**Physical Abuse** might include:

- Hitting;
- Slapping;
- Pushing;
- Kicking;
- Misuse of medication;
- Restraint or inappropriate sanctions.

**Signs** that physical abuse may be taking place can be:

- Injuries that are consistent with physical abuse;
- Injuries that are the shape of objects;
- Presence of several injuries of a variety of ages;
- Injuries that have not received medical attention;
- A person being taken to many different places to receive medical attention;
- Skin infections;
- Dehydration;
- Unexplained weight changes;
- Behaviour that indicates that the person is afraid of the perpetrator;
- Changes of behaviour or avoiding the perpetrator.
- Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

**Sexual Abuse and Sexual Exploitation** involves forcing, intimidating or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

It may include unwanted pressure from a young person's peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity.

It may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Includes non-contact activities, such as involving children in looking at sexual images and activities, encouraging children to behave in sexually inappropriate ways such as engaging in sexual conversations online or via mobile phone, asking children to display sexualised behaviours or perform sexual acts that are recorded/ shared live via webcam, or grooming a child in preparation for abuse (e.g. via the internet, mobile phones and social networking sites).

Not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children and adolescents

Sexual exploitation can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention, affection, or gifts, to serious organised crime and child trafficking, where children are moved around the country for purposes of sexual exploitation. **See the South West Safeguarding and Child Protection "Sexual Exploitation Practice Guidance".**

**Signs** that sexual abuse may be taking place:

- Sexually transmitted disease or pregnancy;

- Soreness when sitting;
- Signs that someone is trying to take control of their body image, for example anorexia, bulimia or self-harm;
- Sexualised behaviour.

The signs that a child may be experiencing sexual abuse and psychological abuse are often very similar. This is due to the emotional impact of sexual abuse on a child's sense of identity and to the degree of manipulation that a perpetrator may carry out in "grooming" a victim.

**Female genital mutilation (FGM)** is the ritual removal of some or all of the external female genitalia. Typically carried out by a traditional circumciser using a blade, with or without anesthesia, FGM is concentrated in 27 African countries, Yemen and Iraqi Kurdistan, and found elsewhere in Asia, the Middle East. It is conducted from days after birth to puberty and beyond; in half the countries for which national figures are available, most girls are cut before the age of five.

**Emotional Abuse** can happen where a child is isolated, verbally abused or threatened. This abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. This may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children.
- Interactions that are beyond the child's developmental capability (including exposure to inappropriate online content or images, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction).
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Threats of harm or abandonment, deprivation of contact.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Signs** that emotional abuse is taking place may include:

- Compulsive nervous behaviour such as hair twisting or rocking
- An unwillingness or inability to play
- An excessive fear of making mistakes
- Self-harm or mutilation
- Compulsive stealing
- Reluctance to have parents/carers contacted
- An excessive lack of confidence

- An excessive need for approval, attention and affection
- An inability to cope with praise.

**Domestic Abuse** - There is frequently an inter-relationship between domestic violence and the abuse and neglect of children in the household whereby they themselves may be subject to violence or can be harmed by witnessing or overhearing the violence.

Research findings also show that domestic violence or parental substance misuse rarely exist in isolation. Many families experience a combination of domestic violence, parental alcohol misuse, drug misuse, mental illness and or learning disability.

Forced marriages, female genital mutilation and so-called “honour crimes” inflicted on children are a form of child abuse.

**Young adults** could also face financial abuse, such as being manipulated for the financial gain of another, or discrimination. See the Safeguarding Adults Policy and Procedures.

## Appendix B

### Risk factors for children

Many of the risk factors which may increase the potential for child abuse and neglect do not exist in isolation and are often combined or multiple. The safety and welfare of children living within families and environments where there is a known history of any of the following are more likely to be a cause for concern:

- Domestic Violence;
- Parent/carers abusing drugs/alcohol;
- Previous child abuse within family;
- Parents/carers with serious mental ill-health;
- Parents/carers with poor physical health and disabilities;
- New and changing parent/carers;
- Parents with learning difficulties;
- Relationship breakdown;
- Living in areas with a lot of crime, poor housing and high unemployment;
- Living in poverty.

Children under 12 months old and in particular very young babies can be at particularly serious risk of abuse or neglect if they are living in the above-mentioned circumstances.

In addition at risk are:

- Children with disabilities – deaf and disabled children are more likely to be abused than non-disabled children;
- Children using social media (at risk of grooming, bullying, including online message abuse).

**Child Sexual Exploitation** research highlights certain groups of children and young people which are at higher risk of being sexually exploited. Those particularly at risk include:

- Missing or runaway or homeless children;
- Looked after children and care leavers;
- Children with prior experience of sexual, physical or emotional abuse or neglect;
- Adolescents or pre-adolescents;
- Girls (boys are also at risk but current research suggests most victims are girls);
- Children not in education through exclusion or truancy or children regularly absent;
- Children from black and minority ethnic communities (especially migrant communities, refugee children and unaccompanied asylum seeking children);
- Trafficked children;
- Children with mental health conditions;
- Children who use drugs and alcohol;

- Children with learning difficulties and disabilities;
- Children involved with gangs or living in communities where gangs are prevalent;
- Children from families or communities with offending behaviours;
- Children living in poverty or deprivation.

**For more details see:**

- **South West Safeguarding and Child Protection “Sexual Exploitation Practice Guidance”:** <https://ciossafeguarding.org.uk/scp/p/subgroups/child-sexual-abuse-csa-group>
- **Peninsula Overview Child Sexual Abuse & Exploitation by Devon and Cornwall Constabulary (June 2015)**  
[http://www.devonsafeguardingchildren.org/wp-content/uploads/2014/03/CSE-Peninsula\\_strategy\\_2012-2015.pdf](http://www.devonsafeguardingchildren.org/wp-content/uploads/2014/03/CSE-Peninsula_strategy_2012-2015.pdf)
- **Further information is available;- The 'Say something' helpline provides help and advice for young people around child sexual exploitation.**
- **Phone or text: 116 000 free for immediate support 24/7.**  
<https://www.devon-cornwall.police.uk/advice/threat-assault-abuse/child-sexual-exploitation/>

Take early action if you have concerns that a child is at risk of sexual exploitation.  
Prevention is always better than cure.

## Appendix C

If you think a child or young person might be suffering neglect or abuse contact the Multi Agency Referral Unit (MARU)

**If you see  
something,  
say something**

 **0300 1231 116**

 **multiagencyreferralunit  
@cornwall.gov.uk**

Whilst you may be concerned about involving our services, we do more than check up on children and young people's welfare.

If a family is struggling, we can organise early help and support for them, before any problems become harder to solve.

### What information do I need to give?

The more detail you are able to provide, the better we will be able to help.

If you have noticed that something wrong, other people might have too. A teacher, health visitor or other person that knows the family might have already alerted us, and your knowledge might fill in some missing information that can help.

## Appendix D

# Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly

## Inter-agency referral to Local Authority Children's Social Care Guidance Notes



1. On receipt and consideration of your referral, the MARU will give you feedback, confirmed in writing within two working days about the decision and within the limits of confidentiality, the actions being undertaken. If the referrer has not received an acknowledgement within three working days they should contact the local authority children social care again. Please note that wherever possible specialist social work services will use the information you share as a significant part of the initial assessment and therefore they may contact you to clarify the information you have provided.
2. If you are not sure about what action to take or have any difficulties or queries, please do not hesitate to contact your own Child Protection Advisor, such as a designated teacher, named or designate practitioner or the MARU advice line.
3. To contact the MARU in hours phone 0300 1231 116 and out of hours 01208 251300.

John Clements  
Independent Chair  
Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly

## MANDATORY INTER-AGENCY TO LOCAL AUTHORITY CHILDREN SOCIAL CARE REFERRAL FORM

Please ✓ all appropriate boxes or write Not Applicable N/A or Not Known N/K  
Please complete legibly in BLACK INK

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
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| <b>Child/Young Person's</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
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| <p>Child/young person's</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> A1 White – British</td> <td><input type="checkbox"/> B4 Mixed - Any other mixed background</td> <td><input type="checkbox"/> D1 Black or Black British - Caribbean</td> </tr> <tr> <td><input type="checkbox"/> A2 White – Irish</td> <td><input type="checkbox"/> C1 Asian or Asian British –Indian</td> <td><input type="checkbox"/> D2 Black or Black British – African</td> </tr> <tr> <td><input type="checkbox"/> A3 White – Any other White Cultural Background</td> <td><input type="checkbox"/> C2 Asian or Asian British –Pakistani</td> <td><input type="checkbox"/> D3 Black or Black British - Any other Black background</td> </tr> <tr> <td><input type="checkbox"/> B1 Mixed - White and Black Caribbean</td> <td><input type="checkbox"/> C3 Asian or Asian British –Bangladeshi</td> <td><input type="checkbox"/> E1 Chinese</td> </tr> <tr> <td><input type="checkbox"/> B2 Mixed -White and Black African</td> <td><input type="checkbox"/> C4 Asian or Asian British –Any other Asian background</td> <td><input type="checkbox"/> E2 Any other ethnic group</td> </tr> <tr> <td><input type="checkbox"/> B3 Mixed - White and Asian</td> <td></td> <td></td> </tr> </table> |                                                                                |                                                                                 | <input type="checkbox"/> A1 White – British | <input type="checkbox"/> B4 Mixed - Any other mixed background | <input type="checkbox"/> D1 Black or Black British - Caribbean | <input type="checkbox"/> A2 White – Irish | <input type="checkbox"/> C1 Asian or Asian British –Indian | <input type="checkbox"/> D2 Black or Black British – African | <input type="checkbox"/> A3 White – Any other White Cultural Background | <input type="checkbox"/> C2 Asian or Asian British –Pakistani | <input type="checkbox"/> D3 Black or Black British - Any other Black background | <input type="checkbox"/> B1 Mixed - White and Black Caribbean | <input type="checkbox"/> C3 Asian or Asian British –Bangladeshi | <input type="checkbox"/> E1 Chinese | <input type="checkbox"/> B2 Mixed -White and Black African | <input type="checkbox"/> C4 Asian or Asian British –Any other Asian background | <input type="checkbox"/> E2 Any other ethnic group | <input type="checkbox"/> B3 Mixed - White and Asian |  |  |
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| Child's first language:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
| Parent/carers' first                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
| Interpreter/signer required? <input type="checkbox"/> No <input type="checkbox"/> If Yes, give details:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
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| Does child/young person have a <input type="checkbox"/> No <input type="checkbox"/> If Yes, give details:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
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| Other special/cultural                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
| Has child/young person received an Education Health and Care Plan? <input type="checkbox"/> No <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |
| On School Support? <input type="checkbox"/> No <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                |                                                                                 |                                             |                                                                |                                                                |                                           |                                                            |                                                              |                                                                         |                                                               |                                                                                 |                                                               |                                                                 |                                     |                                                            |                                                                                |                                                    |                                                     |  |  |

Child/young person's GP:

School

**Details of**

Surname:

Forename(s):

Role:

Agency &

Address:

Postcode:

Tel No. (inc. code):

Email:

When can referrer be

Is parent aware of referral? ☐ No ☐

Some referrals may not require a response from Social Work, but an alternative service may be appropriate to meet the needs of the family which can be determined by the Early Help Hub. By ticking this box, you are confirming that the following verbal consent has been given: "I agree to the information within this referral being passed to the Early Help Hub and to my information being shared with agencies who are part of the Early Help Hub response. I understand this information may be sensitive":

Please note anybody over 13 years, who is deemed competent, can give their own consent. This may be with or without parental consent.

**Communication with the Family and Consent**

Does the person with parental responsibility know that a referral to Children's Social Care has been made?

Yes ☐ No ☐ Date completed / /

If 'Yes', does the person with parental responsibility consent to the sharing of information for:

Members of the family's network

Yes ☐ No ☐ Date completed / /

Professionals to be contacted for further information

Yes ☐ No ☐ Date completed / /

If this referral is based on information from a third party, are they aware that it is being made?

Yes ☐ No ☐ Date completed / /

Does the child or young person know about this referral?

Yes ☐ No ☐ Date completed / /

Does your Line Manager or Safeguarding Lead know about this referral?

Yes ☐ No ☐ Date completed / /

If 'No' to any of the above, please explain why:

| Parents/Persons caring for child/young person: |           |     |     |                 | ✓ if parental responsibility |                       |
|------------------------------------------------|-----------|-----|-----|-----------------|------------------------------|-----------------------|
| Surname                                        | Forenames | M/F | AKA | Address/Tel No. | Date of Birth                | Relationship to child |
|                                                |           |     |     |                 |                              |                       |

Other children in household (please indicate by \* against name if another child/young person is also being referred):

| Surname | Forenames | M/F | AKA | Date of Birth | Relationship to child |
|---------|-----------|-----|-----|---------------|-----------------------|
|         |           |     |     |               |                       |

|         |           |     |     |                 | ✓ if parental responsibility |                       |
|---------|-----------|-----|-----|-----------------|------------------------------|-----------------------|
| Surname | Forenames | M/F | AKA | Address/Tel No. | Date of Birth                | Relationship to child |
|         |           |     |     |                 |                              |                       |

**Agencies/professionals known to be involved**

|         |                      |
|---------|----------------------|
| Name:   |                      |
| Agency: | Tel No. (inc. code): |
| Name:   |                      |
| Agency: | Tel No. (inc. code): |
| Name:   |                      |
| Agency: | Tel No. (inc. code): |
| Name:   |                      |
| Agency: | Tel No. (inc. code): |
| Name:   |                      |

**What is your involvement with the family? (include how long you have known the family, in what capacity and what work you have been doing to support them):**

### Risks – What are you worried about?

### Strengths – What is working well?

### What would you like to see happen?

### Do you consider the child/young person to be a victim of, or at risk of, exploitation?

Often children and young people who are the victims of sexual do not recognise that they are being abused. There are a number of warning signs that can indicated a child may be being groomed for sexual exploitation and behaviours that could indicate that a child is being sexually exploited. To assist you in remembering in assessing these signs and behaviours, see the mnemonic (S.A.F.E.G.U.A.R.D.) Sexual health and behaviour, Absenteeism from school or repeated running away, Familial abuse and/or problems at home, Emotional and physical condition, Gangs, older age group and involvement in crime, Use of technology and sexual bullying, Alcohol and drug misuse, Receipt of unexplained gift or money, Distrust of Authority figures.

Yes ☐

No ☐

If yes, please complete the Risk Assessment below:

## Child Sexual Exploitation (CSE) Risk Assessment Tool with Risk Indicators

Please select the type of Exploitation:

Sexual Exploitation ☐

Other ☐

The mnemonic to assist you in remembering CSE warning signs and behaviours:

(S.A.F.E.G.U.A.R.D.)

Sexual health and behaviour

Absenteeism from school or repeated running away,

Familial abuse and/or problems at home,

Emotional and physical condition,

Gangs, older age group and involvement in crime,

Use of technology and sexual bullying,

Alcohol and drug misuse,

Receipt of unexplained gift or money,

Distrust of Authority figures

**Please answer the following questions as to whether the child/young person is:**

Being groomed on the internet. Sexualised risk taking including on the internet?

Yes ☐

No ☐

Unknown ☐

If yes, evidence and comments:

Truancing from school. Non school attendance or excluded due to behaviour?

Yes ☐

No ☐

Unknown ☐

If yes, evidence and comments:

Regularly coming home late or going missing. Staying out overnights with no explanation?

Yes ☐

No ☐

Unknown ☐

If yes, evidence and comments:

Associating with unknown adults or other sexually exploited children and young people. Getting into cars with unknown adults, associating with known CSE adults. Pattern of street homelessness or staying with an adult believe to be sexually exploiting them?

Yes ☐

No ☐

Unknown ☐

If yes, evidence and comments:

Unaccounted for monies or goods including mobile phones, drugs and alcohol. Receiving reward of money or goods for recruiting peers into CSE?

Yes ☐

No ☐

Unknown ☐

If yes, evidence and comments:

Experimenting with drugs and alcohol. Indicators of CSE in conjunction with chronic alcohol and drug abuse?

Yes ☐

No ☐

Unknown ☐

If yes, evidence and comments:

|                                                                                                                                                                                                                                  |                                    |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------|
|                                                                                                                                                                                                                                  |                                    |                                         |
| Disclosure of a physical assault with no substantiating evidence to warrant a Child Protection enquiry, then refusing to make or withdrawing a complaint. Disclosure of serious sexual assault and then withdrawal of statement? |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                                                                                                                                                              | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                                                                                                                                                                   |                                    |                                         |
|                                                                                                                                                                                                                                  |                                    |                                         |
| Poor self-image, eating disorders and some self-harm. Self-harming that requires medical treatment. Indicators of CSE alongside serious self-harming?                                                                            |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                                                                                                                                                              | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                                                                                                                                                                   |                                    |                                         |
|                                                                                                                                                                                                                                  |                                    |                                         |
| Sexually Transmitted infections?                                                                                                                                                                                                 |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                                                                                                                                                              | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                                                                                                                                                                   |                                    |                                         |
|                                                                                                                                                                                                                                  |                                    |                                         |
| Having an older boyfriend/girlfriend. Reduced contact with family/friends and other support networks. A child under 13 engaging in sexual activity?                                                                              |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                                                                                                                                                              | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                                                                                                                                                                   |                                    |                                         |
|                                                                                                                                                                                                                                  |                                    |                                         |
| Children under 16 meeting different adults and exchanging or selling sexual activity?                                                                                                                                            |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                                                                                                                                                              | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                                                                                                                                                                   |                                    |                                         |
|                                                                                                                                                                                                                                  |                                    |                                         |
| <b>Additional vulnerability and underlying factors to consider</b>                                                                                                                                                               |                                    |                                         |
| Witnessing/experiencing domestic abuse?                                                                                                                                                                                          |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                                                                                                                                                              | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                                                                                                                                                                   |                                    |                                         |
|                                                                                                                                                                                                                                  |                                    |                                         |
| Children and Young People 'Looked After'?                                                                                                                                                                                        |                                    |                                         |

|                                                                                           |                                    |                                         |
|-------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------|
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Patterns of abuse or neglect in family?</b>                                            |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Homelessness/sofa surfing?</b>                                                         |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Substance misuse by parents/carers?</b>                                                |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Particular needs, including learning disabilities, emotional/mental health issues?</b> |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Homophobia?</b>                                                                        |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Death, loss or illness of a significant person in a child/young person's life?</b>     |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |
| <b>Financially unsupported?</b>                                                           |                                    |                                         |
| <b>Yes</b> <input type="checkbox"/>                                                       | <b>No</b> <input type="checkbox"/> | <b>Unknown</b> <input type="checkbox"/> |
| If yes, evidence and comments:                                                            |                                    |                                         |
|                                                                                           |                                    |                                         |

|                                                           |                             |                                  |
|-----------------------------------------------------------|-----------------------------|----------------------------------|
| Family conflict, including breaks in adult relationships? |                             |                                  |
| Yes <input type="checkbox"/>                              | No <input type="checkbox"/> | Unknown <input type="checkbox"/> |
| If yes, evidence and comments:                            |                             |                                  |
|                                                           |                             |                                  |
| Migrant/refugee/asylum seeker?                            |                             |                                  |
| Yes <input type="checkbox"/>                              | No <input type="checkbox"/> | Unknown <input type="checkbox"/> |
| If yes, evidence and comments:                            |                             |                                  |
|                                                           |                             |                                  |

**NOTE: Information provided on this form will be shared with families and young people, if relevant to assessment and planning, unless indicated otherwise and agreed between the referrer and the MARU or where sharing would put any individual at risk of significant harm.**

|                        |                      |       |                      |
|------------------------|----------------------|-------|----------------------|
| Signature of referrer: | <input type="text"/> | Date: | <input type="text"/> |
|------------------------|----------------------|-------|----------------------|

**Thank you for your Referral.**

**NOTE: You should be informed about the outcome of your referral within 3 working days. However, if you have not heard from the MARU about the outcome of your referral within this timescale, it is incumbent on you to follow it up.**

To contact the MARU in hours phone 0300 1231 116 and out of hours 01208 251300

The inter-agency referral form should be sent to:

Multi Agency Referral Unit  
Together for Families  
3 North, New County Hall  
Treyew Road  
Truro TR1 3AY

Email: [multiagencyreferralunit@cornwall.gov.uk](mailto:multiagencyreferralunit@cornwall.gov.uk)

Standard Email: [cscintake@cornwall.gov.uk](mailto:cscintake@cornwall.gov.uk)

### Data Protection -Privacy Statement

The information you provide is being collected by Together for Families Multi Agency Referral Unit (MARU) for the purpose of helping us to make the right decisions about the

type of service you need ensuring you receive services best suited to your needs and circumstances.

This information may also be shared with other relevant professionals in conjunction with the nature of the request or enquiry. The data held relating to the delivery of support by MARU to your child will be used both for the provision of services and also for performance and service planning. This information will be held in a secure environment for a minimum of 3 years from date of case closure for all contacts and a maximum of 25 years from date of birth for all referrals in accordance with the TFF data retention policy after which time it will be destroyed in a secure manner. A full copy of our Privacy Notice can be found at [www.cornwall.gov.uk/tffprivacynotice](http://www.cornwall.gov.uk/tffprivacynotice) .